

Nicole Cain
November 22, 2010
Chapter 10- Strategies that Work

Important to Me	Important to the Author
How to weed through nonfiction texts. Highlighting while reading!	While reading highlight to help the students gain the importance to the text. Overview the text to activate the prior knowledge by skimming and scanning.
How the teacher can help the students understand what they are reading because I always struggled to understand what I was reading and my teachers never really knew how to help me.	Teachers will point out different fonts and the effects it should have on the reader, such as highlighting, headings, italicized or bold faced print. Signal words and phrases and illustrations and photographs. Visuals play a prominent role in nonfiction texts to help enhance comprehension. Graphics, text organizers and text structures. All play important roles in nonfiction texts.
Pg. 159 "Building Background Knowledge and Nonfiction Features" → building background knowledge of nonfiction features by creating books that illustrate these. Hands-on activities to allow young students to understand nonfiction features and to build their background knowledge.	That you children know what nonfiction is and what its focus is. To be able to distinguish nonfiction from fiction by its features at a young age.
Pg. 161 "Becoming Familiar with the Characteristics of Nonfiction Trade Books" → acquiring information about an interesting topic, asking some questions, and designing pages based on authentic pages in nonfiction trade books. Starting children out young when introducing them to nonfiction texts. Giving them the opportunity to show what they know before giving them a task to complete.	Giving students the chance to show their teacher what they know. Allowing them to show what they know so the teacher knows what he/she has to cover and to what extent. Getting students working with nonfiction texts before they are too old to want to grasp the concept.
Pg. 162 "Determining What's Important When Writing Information" → becoming a specialist on a favorite topic, choosing what is important to include in a piece of writing, and writing informational teaching books. Getting children familiar with nonfiction texts and allowing them to keep growing	Getting children familiar with the characteristics of nonfiction texts and giving them every opportunity to learn more about them at every age. Giving students teacher models so they know where they need to go when they complete their activity, if they can visualize or see what it is they are supposed to be doing,

with the text as they grow as people.	their time will be more productively spent.
<p>Pg. 164 “Making Students Aware of Primary Sources”→ to notice and learn primary sources.</p> <p>Teaching students to look at pictures and images for details. I find this very important because that is how I make my way through nonfiction texts.</p>	<p>Encouraging the use of texts with visuals and images giving students the opportunity to expand their knowledge.</p> <p>Primary source documents are used to give the reader a sense of history, make that historic time period come to life and inform them of the content.</p>
<p>Pg. 165 “Coding Important Information on Unfamiliar as Well as Familiar Topics”→ noticing and selecting new information on familiar and unfamiliar topics.</p> <p>Sticky notes, they are good for everything you do when reading texts, fictions and nonfiction.</p>	<p>Teaching children to use their background knowledge when reading informational texts but then to code when they the new information learned, once again with sticky notes. Student’s background knowledge is based on what they think is important, but if they know everything there is to know about a topic, they might not think it is important when reading it again.</p>
<p>Pg. 166 “Finding Important Information Rather than Just One Main Idea”→ understanding that there are often several important ideas in a piece of text rather than a single main idea.</p> <p>Once again, using sticky notes to mark notes and to even mark the main (important) ideas.</p>	<p>Having students understand that there is more than one main idea in a text. Using sticky notes to get children to identify the important ideas and getting them to realize there is more than one!</p>
<p>Pg. 167 “Important to Whom?”→ understanding that there may be a difference between what the reader thinks is most important and the writer’s big ideas.</p> <p>The main idea depends on who the reader is and what hits home to them.</p>	<p>The main idea often depends on who the reader is. If students are reading an antismoking article and that main idea is antismoking a student with a mom that smokes would focus on the fact that 400,000 people die each year from smoking because that would hit home for her. She would then be thinking what would it be like if I lost my mom. This gives the students an opportunity to read and find what is most important to them.</p>
<p>Pg. 167 “Sifting the Topic from the Details”→ discrimination between key topics and supporting ideas.</p> <p>Two column note taking can be done in many different ways!</p>	<p>Two column note taking is very effective on students. It generally gets them to pull out the topic and the details that surround or “prove” that topic. The teacher chose articles that were easier to decipher in the beginning and harder to decipher the topics in the end.</p>
<p>Pg. 169 “Reading Opposing Perspectives to Form an Opinion”→ reading persuasive material carefully to make an informed</p>	<p>Three column note taking can help a student form their own opinion because it makes it easier to see both sides</p>

<p>judgment. Getting students to form their own opinion can be difficult unless they read opinions formed on both sides of the spectrum.</p>	<p>viewpoints. As the students are reading they will take notes: Evidence for, Evidence Against and Personal opinion. This also allows the student to weigh the information given for and against the topic of discussion, allowing them to form a stronger personal opinion.</p>
<p>Pg. 171 “Using FQR Think Sheets to Understand Information”→ determining importance, asking questions and responding to historical fiction. Finding nonfiction texts appropriate for the age group you are working with and for the assignment you are completing.</p>	<p>Make sure the texts are appropriate for the grade level and that the student understand the information. Two column notes are suggested, headed facts and questions would give the student opportunities to provide questions. A third column is added later. It is a response column for the students to think about their reactions, opinions and feelings.</p>
<p>Pg. 173 “Reasoning Through a Piece of Historical Fiction to Determine Importance”→ using a guided discussion to understand important information. Talking about a text helps people understand the information better.</p>	<p>When questions are asked, it become easier to understand the text. Children think about things such as who is the author, who is talking and they also think about what they think of it. The students will eventually realize that sometimes they need more information than what is provided in the text they are reading.</p>